MONTANA
Adult Basic and Literacy Education Program

State Standards and Guidelines

December 2006

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Part I—Introduction and Responsibilities of ABLE Program Director/Coordinator

Section A—Background

ABLE accountability is defined through the National Reporting System (NRS) which was established to meet the requirements of Title II of the Workforce Investment Act (WIA). (Public Law 105-220) The WIA authorizes the state grant program for the delivery of Adult Basic and Literacy Education. The NRS set outcome measures, which are known as main goals and secondary goals. States set performance standards for these measures. As a necessity for ensuring program compliance and statewide accountability and accuracy for federal and state reporting, funded ABLE Programs are required to follow the State Standards and Guidelines. The OPI ABLE will review data periodically to determine needs for technical assistance in adhering to the State Standards and Guidelines.

1. Local program effectiveness is judged, in part, by whether these standards are met.
2. Local programs are held accountable for helping students set appropriate goals.
3. Local programs are held accountable for helping students attain their goals.

Section B—Data Quality

A data process that collects quality data is well planned, has staff members that are well trained and who know their roles and responsibilities and have needed tools and resources. A quality system also has oversight to monitor its operation and identify problems promptly.

Program Director/Coordinator's Data Collection Procedures Checklist

1. Staff has a clear description and understanding of its roles and responsibilities for data collection.

    a. Trained, designated staff completes student profile form and checks for accuracy.

    b. Trained, designated staff assesses students using the TABE and/or the BEST or BEST Plus.

    c. Trained, designated staff completes a goal setting process with the student.

2. Staff adheres to NRS definitions for each measure.

3. Program uses statewide, student-level, relational database system.

    a. Trained, designated staff enters student data accurately into the statewide ABLE database.

4. Program uses standard forms, tied to the statewide database, for collecting data.

5. Program staff regularly reviews data and checks for missing or inaccurate data that is identified through the statewide database error-checking and quality control system.

6. Program has ongoing training on data collection.

7. Data entry procedures are clear and timely.

8. Staff has timely or direct access to information from the database.

Note: Once yearly data has been finalized by the OPI ABLE office local programs may not make any changes to any data for the finalized program year. The OPI ABLE office will notify all local programs when data changes must cease.

PART II—WRITTEN POLICY FOR DATA COLLECTION PROCEDURES

SECTION A—PROCEDURES

1. All ABLE programs will use the student profile form provided by the OPI ABLE office to collect the information necessary for enrollment. Student demographics and pre-test scores should be entered in SIMS once they have completed the assessment, goal setting, and intake process. Upon completion of these steps, the student is considered enrolled in the ABLE program.

    a. Use the following definition from the Workforce Investment Act to determine eligibility of learner for enrollment in ABLE services.

        "The term adult education refers to services or instruction in reading, writing, and math below the postsecondary level for individuals who have attained 16 years of age, who are not enrolled or required to be enrolled in secondary school under State law; and who lack sufficient mastery in reading, writing, and math, and or do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or who are unable to speak, read, or write the English language."

    b. A copy of the student profile form is located in the Appendix of this document. The purpose of the uniform Student Profile Form is to assure consistent collection of student information.

        i.   Local programs must type their local name and address at the top of this form.

        ii. Local programs must not alter this form.

        iii. If desired, local programs may collect additional information as necessary or required.

2. All ABLE programs will designate and train staff to administer the common student profile form according to the standards stated in this document.

3. All local programs will train staff to use the information in this document so that all student profile information is collected using a common set of definitions and standards. The NRS Data Dictionary is Part IX of this document.

4. All ABLE programs will administer the assessment tests according to the standards stated in this document, and according to the recommendations of the test developer.

5. All ABLE programs will assist students to set main and secondary goals according to the standards stated in this document.

6. All ABLE programs will designate staff to enter and verify the collected information into the statewide ABLE database.

7. ABLE programs will designate staff and a process to verify the accuracy of their data entries into the statewide ABLE database.

a. Designated data entry staff and contact information will be provided to the OPI ABLE office and the OPI must be notified of any change in data entry staff.

8. All ABLE programs will keep ABLE student attendance records.

   a. ABLE programs must record the hours of instruction or instructional activity the students receive from the program.

      i. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, including:
         (a) Intake activities including goal setting or educational planning
         (b) Assessment designed to inform instructional placement decisions, assess progress or inform instruction
         (c) Classroom instruction
         (d) Tutoring
         (e) Participation in a learning lab

      ii. Time used to take GED tests is NOT counted as instructional activity.

   Note: Activities that are conducted for the purpose of marketing, recruitment, or outreach are not considered instructional activities.

   b. Recording attendance includes the following:

      i. Each program will designate the method used to record student attendance.
         (a) One method may be students signing attendance forms each time they enter and leave an ABLE Learning Center.
         (b) Another method may be instructors completing and submitting student attendance forms at the time of instruction.

   c. Attendance should be noted to the quarter hour.

   d. Attendance should be entered by the first working day of each month (at a minumum) into the statewide ABLE database.

      i. Local programs can enter attendance daily or monthly in the statewide ABLE database.

      ii. Monthly attendance hours can be calculated and entered as one sum (bundled).

   e. Bundled hours must be entered with the date of the last day in which the student had attendance.

      For example, if the student attended for 22.5 hours between September 3 and September 19, 22.5 hours would be entered in the database with the date of September 19.

   f. Hours of attendance may be entered by class category.

PART III—WRITTEN POLICY FOR GOAL SETTING PROCEDURES

SECTION A—BACKGROUND

Goal setting is a process that occurs over the time of attendance for each student. Quality goal setting practice is a critical process that cannot be overlooked or underestimated. For each program year of participation, students should review and revise their goals with program staff. Student goals may be reviewed and revised as necessary during the program year up to the last quarter. No changes in student goals will be allowed during the last quarter of the program year.

Each Montana ABLE program will follow these guidelines while assisting students in setting goals:

Student Intake and Goal Setting

1. Interview the student to determine their reasons for studying at the ABLE   Learning Center.

2. Assess the student using the TABE 9/10 or BEST or BEST Plus.

3. Review the assessment with the student.

4. Review preliminary discussion about the student's reasons to study at the ABLE   Learning Center.

5. Set goals:

    a. Identify one main goal.
        A main goal is defined as: obtain a job, retain job, gain in educational level, earn a secondary diploma, or enter postsecondary education.

    b. Discuss long-term goals and short-term goals with the student.

        i.   Identify the goal as long-term if the assessment and interview indicate the goal is **not** attainable within one program year.

        ii. Identify the goal as short-term, if the assessment and interview indicate the goal **is** attainable within one program year.

        iii. Break long-term goals into short-term goals, which are attainable within the program year. Consider that for some students, the goal of educational gain will become the most reasonable short-term goal.

    c. Identify one secondary goal.

        i.   A goal other than the identified main goal is indicated as a secondary goal.

        ii. A secondary goal is defined as: obtain a job, retain job, gain in educational level, earn a secondary diploma, and enter postsecondary education.

        iii. If one of these is chosen as a secondary goal, it will be tracked on NRS TABE 5.

d. Additional secondary goals are available to be chosen from:

    i. Leave public assistance

    ii. Obtain citizenship skills

    iii. Increase involvement in children's education

    iv. Increase involvement in children's literacy activities

    v. Vote or register to vote

    vi. Increase involvement in community activities

Note: Additional secondary outcome measures above (a-f) are reported on NRS TABLE 11 (optional). Additional secondary outcomes are not a measurable outcome for local program performance.

e. Additional secondary goals will be measured through direct communication with students to determine if they attained the goal.

f. It is the responsibility of each ABLE program to determine student attainment of additional secondary goals listed in d above.

PART IV—WRITTEN POLICY FOR TABE ASSESSMENT

SECTION A—PURPOSE OF MONTANA TABE ASSESSMENT POLICY

This policy describes the conditions under which ABLE-funded programs are to use the Tests of Adult Basic and Literacy Education (TABE) to measure the pre-post progress of adult learners enrolled in Adult Basic and Literacy Education programs. Beginning July 1, 2005, all Montana ABLE programs will be exclusively using TABE 9 & 10.

SECTION B—OVERVIEW OF THE TABE

The Tests of Adult Basic and Literacy Education (TABE) have content areas that measure reading, language, mathematics, and spelling. There are five overlapping levels for the TABE 9 & 10:

Test Level	Grade Range
L (Literacy)	0-1.9
E (Easy)	2-3.9
M (Medium)	4.0-5.9
D (Difficult)	6.0-8.9
A (Advanced)	9.0-12.9

There are four types of TABE 9 &10 Instruments:

1. *The TABE Locator Test:* The Locator is administered to determine the appropriate level of the TABE Battery to administer to the individual student.

2. *TABE Level L* (literacy): The Level L Test is a Word List located in the Examiner's Manual for the Complete Battery. The Word List is designed to help assess the reading level of examinees whose reading abilities are weak or unknown. Typically the Word List could be used when an examinee has difficulty reading while taking the TABE Locator Test.

3. *TABE Survey:* A short form of the Complete Battery. The Survey is designed to provide maximum information in a minimum amount of testing time. The Survey is to be used in limited situations. Local program use of the Survey must be requested in writing and approved by the OPI ABLE office. The request must identify for what purpose use of the survey is being considered.

4. *TABE Complete Battery:* The Complete Battery is comprehensive, including almost twice as many questions as the Survey. It has a greater reliability factor. Reliability is typically a function of test length.

Section C—Use of the TABE Instruments

Montana will require the use of the TABE complete battery, Forms 9 and 10, Levels L, E, M, D, or A for assessment of ABLE reading or math. Administration of the language battery is optional and at the discretion of the local program.

1. *TABE Locator:* The TABE Locator is to be used during the learner intake process to determine which level of the TABE Battery to give learners at pre-test. It is critical to use the Locator in order to be able to conduct a valid assessment of learners' skills at pre-test with the TABE Battery. The Locator Test assesses reading, mathematics, and language to determine instructional placement and language to determine which level of the Complete Battery pre-test to administer and/or instructional placement.

2. *TABE Forms and Levels:* ABLE programs are to use the TABE Test *Forms* 9 & 10, *Levels* L, E, M, D, or A to measure the progress of learners enrolled in ABLE reading and math instruction. TABE Language Arts testing is optional and at the discretion of the local program The OPI recommends using form 9 for pre-testing and Form 10 for post-testing. Do not use the same *form* for initial pre and post-testing within a six-month period.

Section D—The TABE Complete Battery—Reading and Math:

The results of the TABE Locator are used to determine which TABE Complete Battery (reading or math) should be administered as the pre-test. The subtest/s that is/are administered at pre-test should be in the primary content area (reading or math) that will be the focus of instruction. Learners are to be pre-tested depending on their goal/s to determine their area of instructional need. The scale score of the primary area subtest of instruction (reading or math) will be the pre-test score used to establish the student's EFL in MT SIMS. The post-test administered must be in the same content (reading or math) area that was administered at pre-test and used to establish the student's EFL. Programs may post-test in additional content areas (reading or math) but those scores need not be recorded in MT SIMS. Pre-test scores cannot be deleted after they have been entered in SIMS. Attendance hours and level changes/completions are recorded based on the pre-test levels.

SECTION E—COMPLETE BATTERY TEST FORMS AND LEVELS

1. The OPI recommends that Form 9 be administered as the pre-test with all learners entering ABLE programs. Form 10 would then be used as the post-test for students pre-tested with Form 9. The same form cannot be used for both pre and post-testing.

2. *Battery Test Levels*

   Pre-test: The level (L, E, M, D, A) of the Survey or Complete Battery subtest to be administered at pre-test is determined by the learner's score on the TABE Locator. These are the levels for TABE 9 & 10.

Locator Test Scores Reading	Evaluation Chart Mathematics	TABE Level to Administer
6 and below*	4-6**	E
7-8	7-8	M
9-10	9-11	D
11-12	12-16	A

   *If an examinee scores fewer than 7 correct on the Reading section of the Locator Test, use any previous knowledge examinee's performance to determine the appropriate TABE Reading level to administer. TABE Level L (Literacy) assesses pre-reading and beginning reading skills. The Level L Word List may be administered as a guide to placement of examinees in Level L or Level E.

   **If an examinee scores fewer than 4 items correct in Mathematics, it may indicate that TABE Level L Mathematics should be administered. Use any previous knowledge of examinee's performance to determine the appropriate TABE Mathematics level to administer.

3. If an examinee's Locator Test scores indicate significant differences (more than two TABE levels apart) in Reading and Mathematics, it is appropriate to assign the examinee varying TABE level test books for Reading and Mathematics.

4. Post-testing is a process that includes assessments for progress and/or completion of instruction.

   a. When administering post-tests, use the level of the Complete Battery subtest that was administered at pre-test (e.g., Form 9, Level M at pre-test; Form 10, Level M at post-test). Based on instructor input and/or a pre-test score near the top of a level, the student may be post-tested with the next level (e.g., student tests near the end of range at Level M and good progress in classroom, post-test with Level D). *Caution*—Before moving a student up from one level of the TABE to the next, make sure he or she is scoring at the top of the range on the lower level of the test.

   b. The post-test measurement for High ASE level is completion of a secondary equivalent certificate or diploma. There is no post-test measure for students designated as High ASE. Completion of the entire GED battery is the measure outcome for this EFL only.

   Post-testing students at the High ASE Level may determine student gains within the level. However, there is no post-test measure of High ASE level students that can show EFL completion and movement to the next level.

   Outcome measures for High ASE level students are determined by meeting a goal of GED completion, postsecondary enrollment, employment, or retention in employment.

c. Carryovers—Year End Carryover Procedure — At the end of the fiscal/program year, enrolled students who have not met their goals and plan to continue instruction at the beginning of the new program year are eligible for carryover. The directions for completing the carryover process are explained in the MTSIMS User Manual. This document can be found on the OPI website at http://www.opi.mt.gov/ProgramsandServicesAdultBasic&LiteracyEducation.

Guidelines to Follow:

1. If you carry over a student that indicated he/she would attend in the new program year and the student does not return, you should delete the student's record from the new program year.

2. After deleting the student record, go back into the previous year's data and uncheck the carryover box for that student. The next step is to exit the non-returning student in the previous program year to complete the student record.

3. If a student from the previous program year returns within the first 90 days of the new program year (by the end of September), you should delete the separation date in the previous year, mark the record to carry over to the new program year and follow through with the carryover process described in the MT SIMS User Manual. If the student returns after 90 days, you can use the carryover process to move the demographic information to the new program year. Mark the record for carryover, leaving the separation date in the previous year, then remove the separation date in the new program year. (Student separation guidelines are listed in the MT SIMS Users Manual.)

4. The post-test score entered in MT SIMS at the end of the program year will be used as the pre-test for the new program year. If the carryover score is older than six months, the student must be retested in the new program year.

5. A student **can only** be carried over from one program year to the succeeding year.

d. Retesting—In some instances students may be tested more than once to determine progress gains as they work toward meeting goals. The TABE 9 & 10 user's guide recommends that you do not administer the same Form (9 or 10) of the TABE for assessment within a six-month period. If administering progress assessments, follow these guidelines:

i. The initial progress test should be an alternate of the test used at pre-test (e.g., if Form 9 was used at pre-test, then use Form 10 at progress). After six months has transpired, you may use Form 9 for a progress test. You should alternate between Forms 9 and 10, always making sure that the same form is not used within a six-month period.

ii. If more than one assessment is given, the most recent assessment should be used to determine completion or advancement.

PART V—ADMINISTRATION PROCEDURES

SECTION A—USE OF TIMED ADMINISTRATION

Each program will have a TABE Administrator's Guide and follow the recommendations of the Test Maker to correctly use the TABE 9 &10. Assessments must be timed.

1. *TABE Locator:* The Locator reading and math tests take approximately 24 minutes to administer. The time limits are generous and allow most examinees time to finish. Extended time should be made available for students using accommodations.
    a. Locator Reading takes approximately 12 minutes.
    b. Locator Mathematics takes approximately 12 minutes.
        i. Mathematics Computation takes 5 minutes.
        ii. Applied Mathematics takes 8 minutes.

2. *TABE Complete Battery:* Each subtest needs to be administered using the directions in the TABE manual. Times for the Complete Battery subtests are the following:

TABE 9 & 10	Complete Battery
Reading Subtest	50 min.
Math Computation	24 min.
Applied Math*	50 min.

*Use of calculators is allowed on the applied math sub-test.

SECTION B—POST TEST ADMINISTRATION STANDARD

1. ABLE's goal is to have a statewide pre-post testing rate of at least 65 percent within six years. Beginning in the 2005-06 fiscal year, ABLE programs must show an annual increase in their pre-post rate of at least 10 percent until the program reaches a 65 percent pre-post rate. Thus, if a program's pre-post rate for 2004-05 was 15 percent, the expected pre-post rate for this program in 2005-06 is 25 percent. For 2006-07, the expected pre-post rate would be 35 percent, and then in 2007-08, the rate would be at least 45 percent, reaching the standard 65 percent by program year 2009-10. The phased implementation of the 65 percent pre-post standard should enable programs to implement procedures to increase learners' persistence and thus their pre-post rates.

2. Post-testing should take place after 50 hours of instruction, or after the completion of one continuous term of instruction with consistent individual student participation. A term of instruction may be a quarter, semester, course, block, etc., but never longer than six months.

SECTION C—ADMINISTRATION REQUIREMENTS

1. Only ABLE staff that has been trained to administer the TABE Locator and Complete Battery can administer the TABE 9&10 Instruments.

    a. Each program will have a TABE Administrator's Guide and follow the recommendations of the Test Maker to correctly use the TABE 9&10. Assessments must be timed.

b. Programs are responsible for documenting that all assessment staff have read and understood administration guidelines.
c. Program staff are required to attend assessment training when offered by the OPI ABLE Office.

2. Ideally, instructors should not administer or score their own learners' tests.

SECTION D—USE OF ACCOMMODATIONS

Any learner may be given the large print version of the TABE. The OPI ABLE office also has available the audio version and the Braille version of the TABE for use with qualified learners. ABLE programs serving learners with a disability may contact the ABLE office to borrow the large print version, audio version, or the Braille version of the TABE to administer to these learners.

1. Programs may extend the time limits for administering the TABE to time and a half for any learner with a documented formal diagnosis of a learning disability. ("Formal" means the kind of assessments and associated documentation developed through a core evaluation by an appropriately licensed professional.)

2. If a TABE Locator result indicates the student level for pre-testing is Level L, E, or M, the program may determine that a PowerPath screening is appropriate before administering the TABE complete battery. The results of the PowerPath screening may be used as documentation to justify an extension of time to administer the TABE complete battery.

SECTION E—RECORDING OF TABE DATA

Record scale scores, not Grade Level Equivalencies (GLE) in the statewide ABLE database. (See TABLE 1, page 12.) The scale score is the basic or "main" score for the TABE and is used to compute and derive all other scores. Since GLE scores are derived from scale scores, using scale scores to report educational gain gives more accurate results of student achievement. Use the TABE Norms Book (Forms 9 & 10) to convert the number-correct score (the number of test items a student answers correctly on a test) to scale scores. The Norms Book also gives the GLE level for each scale score.

TABLE 1 - Correlation of TABE Scale Scores with NRS Levels

Correlation of TABE Scale Scores with NRS Levels		
Scale Scores	**Grade Equivalent**	**NRS Level**
Reading: Less than 367 Math: Less than 313	0-1.9	Beginning ABLE Literacy
Reading: 368 - 460 Math: 314 - 441	2 - 3.9	Beginning ABLE
Reading: 461 - 517 Math: 442 - 505	4 - 5.9	Low Intermediate ABLE
Reading: 518 - 566 Math: 506 - 565	6 - 8.9	High Intermediate ABLE
Reading: 567 - 595 Math: 566 - 594	9 - 10.9	Low ASE
Reading: Greater than 595 Math: Greater than 594	11 - 12.9	High ASE

PART VI—BEST AND BEST PLUS ASSESSMENT POLICY

SECTION A—PURPOSE OF MONTANA BEST AND BEST PLUS ASSESSMENT POLICY

This policy describes the conditions under which ABLE-funded programs are to use the Basic English Skills Test (BEST and/or BEST Plus) to measure the pre-post progress of adult learners enrolled in Adult Basic and Literacy Education programs. This policy became effective July 1, 2005.

SECTION B—OVERVIEW OF THE BEST AND BEST PLUS

The Basic English Skills Test (BEST), the original BEST Long Form or BEST Plus, are performance-based tests. The original BEST Long Form has two sections—an Oral Interview and Literacy Skills and two forms, B and C. The BEST Plus has either a print-based or a computer-adaptive version. The Oral Interview of the BEST and BEST Plus measure communication and listening comprehension. The original BEST also measures fluency and pronunciation, while the BEST Plus measures language complexity. The original BEST Long Form includes a Literacy Skills section that measures reading and writing abilities.

> **Note:** The print-based version requires the use of best plus software for scoring and student reporting purposes.

SECTION C—USE OF THE BEST AND BEST PLUS INSTRUMENTS

1. BEST and BEST Plus: ABLE programs are to use the original BEST Long Form and/or BEST Plus to measure the progress of learners enrolled in ABLE English as a Second Language instruction.

2. BEST Long Form administration
   a. Form B is to be administered as a pre-test
   b. Form C is to be administered as the post-test
   c. Use of the literacy test is not required

3. BEST Plus administration
   a. Use as both pre- and post-test.

   > **Note:** If a non-native speaking student is assessed at or above the exit criteria using a BEST instrument, the student should be placed in ABE or ASE intruction and assessed with the TABE. A student cannot be moved from the ESOL category to ABE/ASE during the program year. Once a student is enrolled in your programas an ESOL or EL/Civics student, they will complete the program year as an ESOL or EL Civics student. If a student is carried over from one year to another, they can be given a TABE assessment and then enrolled in ABE or ASE. El/Civics students who post-test at or above the exit criteria cannot continue to be served with EL funds after the end of a program year.

SECTION D—ADMINISTRATION PROCEDURES

1. Use of Timed Administration

   a. BEST Plus—Individually administered. Examiner should allow at least 20 minutes for each Oral Interview. Testing can take longer depending on the response time.

b. BEST Long Form—Individually administered. Examiner should allow approximately 15 minutes for each Oral Interview. Testing can take longer depending on the response time.

c. The BEST Long Form Literacy Skills Section requires one hour and may be administered individually or in a group setting.

2. Schedules for Administration of Oral Pre-Post test

a. The Oral BEST or BEST Plus should be administered within three weeks of a learner's enrollment. If using the BEST Long form, use Form B for pre-testing.

b. If the student scores below 5 on the BEST Long Form, they should not be given the Literacy test.

c. If using the BEST Long form, use Form C for post-testing. BEST Plus has no alternate forms.

d. Post-testing should occur after approximately 60 hours of instruction or four months of enrollment. The administration of a post-test to a student with fewer than 30 hours of instruction is not likely to show valid progress.

e. When post-testing, you must use the same version of the BEST (i.e. Oral Long for pre and post, BEST Plus for pre and post).

SECTION E—TEST ADMINISTRATION STANDARD

ABLE's goal is to have a statewide pre-post testing rate of at least 65 percent within six years. Beginning in the 2005-06 fiscal year, ABLE programs must show an annual increase in their pre-post rate of at least 10 percent until the program reaches a 65 percent pre-post rate. Thus, if a program's pre-post rate for 2004-05 was 15 percent, the expected pre-post rate for this program in 2005-06 is 25 percent. For 2006-07, the expected pre-post rate would be 35 percent, and then in 2007-08, the rate would be at least 45 percent, reaching the standard 65 percent by program year 2009-10. The phased implementation of the 65 percent pre-post standard should enable programs to implement procedures to increase learners' persistence and thus their pre-post rates.

SECTION F—ADMINISTRATION REQUIREMENTS

Only ABLE staff who have been trained to administer the BEST and/or BEST Plus Oral and BEST and/or BEST Plus Literacy Skills tests can administer these tests. Ideally, instructors should not administer or score their own learners' tests.

SECTION G—REPORTING OF BEST AND BEST PLUS DATA

1. Enter scale scores in the statewide ABLE database. The scale score is the basic score for the BEST and/or BEST Plus and is used to compute and derive all other scores (see Table 2 below). Use the BEST and/or BEST Plus manual to convert the number-correct score (the number of test items a student answers correctly) to scale scores. The statewide ABLE database will translate the scale score into the federal NRS levels. Programs will be able to generate reports that portray student functioning levels and gains using this database.

2. When scoring the BEST Test, Form B, the total score of the answers from the test is the scale score, and this is the score entered into the statewide ABLE database

3. Scoring instructions are listed on page 9 of the test administrator's manual.

4. When scoring Form C, the totaled score of answers must be converted into a scale score before entering it into the database. See Appendix D of the BEST-Long Form Test Manual (pages 81-83).

TABLE 2 - Correlation of BEST and BEST Plus Scale Scores to NRS Levels

Correlation of BEST Plus, Oral BEST, and Literacy BEST to NRS Levels			
NRS Level	**Scale Scores BEST Plus**	**Scale Scores Oral BEST**	**Scale Scores Literacy BEST**
Beginning ESL Literacy	400 and below (SPL 0-1)	0-15 (SPL 0-1)	0-7 (SPL 0-1)
Low Beginning ESL	401-417 (SPL 2)	16-28 (SPL 2)	9-35 SPL 2)
High Beginning ESL	418-438 (SPL 3)	29-41 (SPL 3)	36-46 (SPL 3)
Low Intermediate ESL	439-472 (SPL 4)	42-50 (SPL 4)	47-53 (SPL 4)
High Intermediate ESL	473-506 (SPL 5)	51-57 (SPL 5)	54-65 (SPL 5)
Advanced ESL	507-540 (SPL 6)	58-64 (SPL 6)	66 and above (SPL 7)
Exit Criteria	541 and above	65 and above (SPL 7)	N/A

*Data for this table came from this site: http://www.nrsweb.org/reports/NewESLdescriptors.pdf

PART VII—WRITTEN POLICY FOR STUDENT FOLLOW-UP

SECTION A—PROCEDURES

For each student, identified main and secondary goals are entered into the statewide ABLE database.

1. Goals will be measured in the following manner:

    a. Data Match

        i. Goal attainment of *gain employment* or *retain employment* will be determined by the OPI ABLE office through data matching with the State of Montana Department of Labor and Industry.

        ii. Goal *attainment of a GED or secondary diploma* will be determined by the OPI ABLE office through data matching with the GED records kept by the Oklahoma Scoring Service.

    b. Data Match/Survey

        i. Goal attainment of *entering postsecondary education or training* will be determined two ways:

        A. The OPI ABLE office will conduct a data match with the Montana University System enrollment database.

        B. Local programs will survey those students who are not enrolled in a member campus of the Montana University System.

    Note: The OPI ABLE office will explore the possibility of data matching with campus enrollment data not currently reflected in the Montana University System enrollment database.

PART VIII—WRITTEN POLICY FOR DATA MATCHING/SURVEY PROCEDURES

SECTION A

1. *Data Matching*

    In September of every year, the state will conduct a data match to track outcomes for the following goals: employment, retain employment, GED or secondary diploma, and/or entrance into post secondary education or training.

    The employment information from the Department of Labor is reported a year later than ABLE data. We will be matching employment and retain employment outcomes for the previous program year (i.e. after completing program year 05/06, we data match employment outcomes for program year 04/05). The data match outcomes will show in the MT SIMS data base on Table 5 for the year preceding the just completed program year (i.e. if completing program year 05/06, the employment data matching results would be for 04/05).

    Data matching for GED and post secondary outcomes for the previous program year will be reflected on Table 5 for that year. (Table 5 for 2005-06 will show data match results for GED and Post Secondary. The enter employment and retain employment will show 0.%).

    Data matching will occur for all of the students that have signed waivers and have goals of employment, retain employment, GED and /or post secondary regardless of how many hours they have. Only those students with 12 hours or more will be included on the federal reports. Table 5 breaks out the outcomes for students with 12 or more hours and for those with less than 12 hours.

    a. All data that is matched must have a signed release form on file that indicates the ABLE student agrees to the use of their social security number for data matching purposes. Local programs must use the signed release provided by the OPI ABLE office.

    b. All ABLE students and their goals will be accurately entered into the statewide ABLE database.

    c. At the close of the fiscal year, the statewide ABLE database will be queried for lists of social security numbers and signed release forms to be used for data matching purposes.

    d. For the goals of attain a job and retain a job, the Department of Labor and Industry will match the data to the appropriate quarter to determine employment and retention.

    e. For the goal of obtained a GED or Secondary School Diploma, the OPI ABLE Office will match the social security numbers of the students with this goal against the social security numbers of successful GED graduates from a list of same attained from Montana's GED database kept with the Oklahoma Scoring Service.

    f. For the goal of entered postsecondary education, the OPI ABLE office will request the Montana University System to match the social security numbers of the students with this goal against the system's student enrollment information.

2. *Survey (postsecondary education or training only)*

    a. Local ABLE programs are responsible for contacting their students who had this goal and could not be matched with the Montana University System enrollment data.

i.   Contact will be made with each student who did not match as a Montana University System student.

ii.   During follow-up the following questions will be asked:

   (a)   Since you left the Adult Basic and Literacy Education program, have you enrolled in any other educational or training programs?

   (b)   If yes, where are you enrolled?

iii.   Each interviewer will keep a contact log on each student that includes:
   Date and Time
   Name
   Contact (who, nature of conversation, any messages left, etc.)
   Status (Interview completed, scheduled recall, etc.)

b.   *Documentation*

i.   The results for each surveyed student will be recorded on the state developed phone log and the logs will be submitted electronically to the OPI ABLE office.

ii.   The OPI ABLE office will correlate the results.

PART IX—NRS DATA DICTIONARY

MAIN STUDENT DEMOGRAPHICS

Ethnicity

Alaskan Native or American Indian—A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition. Students will self-select American Indian or Alaskan Native distinction, including Tribal Affiliation.

Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent. These areas include, for example, China, India, Japan and Korea.

Black or African American—A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.

Hispanic or Latino—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander—A person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa. Students will self-select Native Hawaiian or Pacific Islander.

White—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.

Student Main Goal (Core Outcome Measures program is responsible for attaining)

Obtain a Job (enter employment): A learner who is not employed at time of entry into the ABLE program can state a main or a secondary goal of obtaining employment.
Retain Current Job and Improve Current Job (retain employment): A learner who is employed at entry and has as a goal of improving their employment or retaining their employment. This goal is measured in the third quarter after their exit quarter.

Educational Gain: Applicable to all learners. For a small minority of the learners, this may be the only applicable outcome measure. For most of the learners, one of the other four outcome measures must be designated, as appropriate.

Earn a GED or Secondary School Diploma: A learner who has a main or secondary goal of passing the GED tests or obtaining a secondary school diploma or its recognized equivalent. This measure is collected only for students who exit during the program year.

Enter Postsecondary Education or Job Training: A learner with a goal of placement in postsecondary education or training. This measure is only collected for students who exit during the program year.

Student Secondary Goal

One secondary goal is identified.

One of the core measurable outcome goals defined above can be a secondary goal. They will be measured on NRS TABE 5. The same definition of each core measurable outcome goal applies, whether designated as the main or a secondary goal.

If the learner chooses one of the following as their self-identified secondary goal, it will be reported on an optional TABE.

Again, only one secondary goal is identified.

Leave Public Assistance—Learner identifies as a secondary goal reducing or eliminating Temporary Assistance to Needy Families (TANF) or other equivalent public assistance grants. Reduction would be due to employment or increased income.

Vote or Register to Vote—Learner identifies as a secondary goal registering to vote or voting for the first time during the program year.

Obtain Citizenship Skills—Learner identifies attaining the skills needed to pass the U.S. citizenship exam as a secondary goal.

Increase involvement in community activities—Learner identifies increasing involvement in community activities as a secondary goal. Such activities include: attending meetings of neighborhood, community or political organizations; volunteering to work, contributing to the support of such organizations.

Student Main Status Measures

Disabled—Learner who has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities,

including walking, seeing, hearing, speaking, learning, and working. At intake, referring agency or individual learner reports disability or program assesses disability.

Employed—Learners who work as paid employees, work in their own business, or who work 15 hours or more per week as unpaid workers in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.

Unemployed—Learners who are not working, but are seeking employment or have made specific efforts to find a job, and are available for work.

Not in the Labor Force—Learners who are not employed and are not seeking employment.

On Public Assistance—Learner is receiving financial assistance from federal, state or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance and aid to the blind or totally disabled. Social Security benefits, unemployment insurance and employment-funded disability are not included under this definition.

Living in a Rural Area—Learner resides in a place with a population less than 2,500 and outside an urbanized area. An urbanized area includes a population of 50,000 or more in a city and adjacent areas of high density.

Student Secondary Status Measures

Low Income—The learner receives or is a member of a family that received a total family income in the six months prior to enrollment of 70 percent of the income level standard for a family of that size; or the learner is receiving or is a member of a family that is receiving cash assistance payments from federal or state agencies or food stamps; or the learner can be designated as homeless under the McKinney Act.

Displaced Homemaker—Learner has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Single Parent—Learner has sole custodial support of one or more dependent children.

Dislocated Worker—An individual who received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff.

Learning Disabled Adult—Learners with IQs in the low average and above (70 plus to any level) who have deficits (related to neurological impairments) in capacity in defined limited areas related to learning, including dyslexia (reading disability), dysgraphia (writing disability), dyscalculia (math disability), and who have a history of previous educational efforts.

Institutional Programs

In Correctional Facilities—Learner is in any prison, jail reformatory, work farm, detention center, or any other similar federal, state, or local institution designed for the confinement or rehabilitation of criminal offenders.

In Community Corrections—A community-based rehabilitation facility or halfway house.

Other Institutional Program—Any other medical or special institution.

Appendices

Forms

Student Profile Form
Consent to Release Personal Information
Spanish Version: Consent to Release Personal Information
ABLE Postsecondary Enrollment Survey Form
ABLE Postsecondary Enrollment Telephone Log

STUDENT PROFILE FORM
Montana Adult Basic and Literacy Education

Site Name:_____   **Program Year:**   2005-2006

Satellite Site:_____

Social Security Number or ID Number: _____   ☐ Waiver to use SSN in matching

Carry Over to Next Year ☐ Yes ☐No ☐Prior year student   **Enrollment Date:**   _____

Have you been enrolled at another Adult Learning Center this year? ☐Yes ☐No

Student Name:_____
                    Last   First   MI   Maiden

Street Address or PO Box:_____

City:_____ **State:** _____ **Zip Code + 4:** _____

Date of Birth:_____ Age at enrollment: _____ **Gender:** ☐Female ☐Male

Telephone:_____

In case of emergency, please contact: _____

Emergency Telephone: _____

Contact Person (Person who will know of this student's whereabouts for an extended period of time):

Contact Name: _____

Contact address: _____ Contact Telephone: _____

Indicate the type of area in which the student lives: ☐Rural ☐Urban (City over 50,000)

Race:		Tribe:	
☐ American Indian or Alaskan Native		☐ Assiniboine	☐ Kootenai
☐ Asian		☐ Blackfoot	☐ N.A.
☐ Black or African American		☐ Chippewa	Affiliation:
☐ Hispanic or Latino		☐ Cree	☐ Enrolled
☐ Native Hawaiian or Other Pacific Islander		☐ Crow	☐ Descendent
☐ White, Non-Hispanic		☐ Gros Ventre	☐ N.A.

Is the student a United States Citizen or Legal Immigrant? ☐Yes ☐No

Marital Status: (At time of enrollment) (checkone) ☐Single ☐Married ☐Divorced ☐Separated

Last Grade Completed: _____ School Name/City/State: _____

Is the student a single parent with dependent(s) under the age of 18? Number of children under 18: _____

Employment Status:(Check one) ☐Unemployed ☐Employed ☐Not in Labor Force

Income Level: ☐$0-4,999   ☐ $10,000 – 14,999

☐ $5,000 – 9,999   ☐ $15,000 +

Indicate whether the student is receiving any of the following (check all that apply):

☐ TANF	☐ General Assistance (GA)	☐ Vocational Rehabilitation
☐ Food Stamps	☐ Refugee Assistance	☐ Housing Assistance
☐ Worker's Compensation	☐ Foster Child Payment	☐ Energy Assistance
☐ Unemployment Benefits	☐ Medical Assistance	☐ Other Assistance_____
☐ SSI only	☐ SSDI or Other disability	

Does the student have a disability? (Check all that apply) ☐ No disability

☐ Blindness or vision impairment ☐ Hearing loss or impairment

☐ Learning disability ☐ Epilepsy

☐ Physical impairment ☐ ADD/ADHD

☐ Mental illness (depression, anxiety, mood ☐ Traumatic Brain Injury

☐ Disorder, personality disorder) ☐ Psychosocial (behavior, coping or

☐ Other (please explain)_____ relationship difficulty)

How did you hear about the Adult Learning Center? ☐ Newspaper or magazine ad

☐ Friend or family member ☐ Radio or TV ad

☐ Pamphlet or brochure ☐ High School or college staff

☐ Employer ☐ Vocational Rehabilitation

☐ Corrections ☐ Referred by welfare-work/JOBS/Worker's Comp

☐ WIA – Title 1 (Workforce Center) ☐ Court Referral

☐ Other Agency _____ ___ ☐ Vocational Education program

Referred by agency/program_____ Case Manager_____

Program classification (check all that apply):

☐ WIA Title I (Workforce Center) ☐ TANF

☐ WIA Title II (Adult Education & ☐ Single Parent\Never Married with Dependent Children

    Family Literacy)   under the Age of 18

☐ Independent ☐ Even Start

☐ Homeless ☐ One Stop

☐ 16-19 Years Old ☐ Other_____

☐ Community Corrections Program (youth ☐ Other institution (Adults who reside in a medical or

    court, probation, parole, pre-release)   special institution)

1. Main goal to be Achieved this Program Year (Required):

☐ Improve Reading skills ☐ Improve Math skills ☐ Improve English language skills

☐ Enter employment ☐ Retain Employment ☐ Receipt of secondary diploma or GED

☐ Placement in postsecondary education or additional training

2. Secondary goal to be Achieved this Program Year (Choose one if applicable):

☐ Achieve citizenship skills ☐ General involvement community activities

☐ Enter employment ☐ Obtain citizenship skills

☐ Improve current job ☐ Placement in postsecondary education or training

☐ Improve English language skills ☐ Reduction in receipt of public assistance

☐ Receipt of secondary school diploma or GED ☐ Retain employment

☐ Involvement in children's education ☐ Voting behavior

☐ Involvement in children's literacy-related activities ☐ Improve Reading Skills

☐ Improve Math Skills

3. What other areas do you need help in (check all that apply)?

☐ Getting a Drivers License ☐ Career Planning ☐ Counseling ☐ Parenting

☐ Resume Writing ☐ Study Skills ☐ Job Interviewing ☐ Self-Esteem

☐ Other _____

12/06

Consent to Release Personal Information

I, _____, a student age 18 or older, consent to the release of personally identifiable information from my student record.

OR

I, _____, the parent or guardian of

_____, a student under the age of 18, consent to the release of personally identifiable information from the student record of my son/daughter.

Dependent on my identified goal, I understand that the student record includes my social security number, which may be released to the following:

☐ the Montana Department of Labor and Industry,

☐ a postsecondary institution identified by me, or

☐ the GED Test Center.

I understand that the purpose of the release of my social security number is to assist the Montana Office of Public Instruction in obtaining and reporting information concerning the outcome of students as required by Section 212 of the Adult Education and Family Literacy Act.

I understand that the Montana Office of Public Instruction will share my personally identifiable information with the agency(ies) identified above, no other agency(ies) or individual(s) will have access to it, and the information will be destroyed when the report for which it was used is completed or when the information is no longer needed, whichever date comes first.

I understand that the report will contain information and statistics about the employment and further education of adult education students in Montana, and that no specific or personal information about me will appear in this report.

_____
Signature of Student or Parent/Guardian

_____
Date

Linda McCulloch, Superintendent **Office of Public Instruction** **PO Box 202501** **Helena, MT 59620-2501** **www.opi.mt.gov**	# ABLE Postsecondary Enrollment Survey Form

Student:	Program:
	Exit Date:

Since you left the ABLE Program, have you enrolled in any other educational or training programs?

☐ Yes   ☐ No

If yes, where are you enrolled?

Date of enrollment:

Contact Notes:

Date and Time:

Name:

Contact (who, nature of conversation, any messages left, etc.)

Status (interview completed, scheduled recall, etc.)

Documentation:

The results of each surveyed student will be recorded on the state developed enrollment log and the logs will be submitted electronically to the State of Montana ABLE/GED Office.

The State Office will correlate the results.

	ABLE Postsecondary Enrollment Telephone Log
Linda McCulloch, Superintendent **Office of Public Instruction** **PO Box 202501** **Helena, MT 59620-2501** **www.opi.mt.gov**	

Program:	Program Year:	
Student Name:	**Date Contacted:**	**Enrolled: Indicate Yes or No for each student.**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
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10.		
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